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ENG 3001-003: Advanced Composition

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3001-003

English 3001 -- 003: Advanced Composition
Fall 2004
John David Moore
Classrooms: CH 3609
Time: TR 8:00-9:15
Office: CH 3771
Office Hours: TR11:00_12:30, 2:00_3:00, W 10:00-11:00
& by appointment
Phone: 581-6976. E-mail: cfjdm@eiu.edu

Texts: Fulwiler and Hayakawa, *The Blair Handbook*, 4th edition.
Crump & Carbone, *Writing Online* (Updated 2nd Edition)
A Standard college dictionary

Strongly recommended: *Publication Manual of the APA* or *The MLA Handbook* (4th ed.), depending on your major

Course Objectives, Design, and Method: This course seeks to develop the kinds of research skills and writing techniques utilized by professional writers in general and professional writers within your academic field in particular. The course is designed to focus both on independent research writing and on group production/creation. For success in this course you must be willing to work on your own and in collaboration with other students without constant teacher intervention. You will largely be working on your own and with an assigned writing group. In the course of the semester you should learn 1) how to give and receive constructive criticism to improve your writing, 2) how to work independently and collaboratively in order to meet a deadline, 3) how to employ research processes effectively, and 4) how to revise to improve the effectiveness of your writing. During the term you will be expected to:

1. plan two research projects, the first of which will be an independent effort based on your interests in your field of study, and the second of which will be a group project exploring a topic of shared interest in your writing group. Both projects will require preliminary essays in the form of detailed project proposals;
2. meet at least once a week with your writing group out of class and keep in touch with your group by e-mail for the purpose of gathering peer response on the first project and for the general purpose of collaboration on the second, group project;
3. join your writing group in presenting your progress and soliciting critical feedback from the whole class.
4. keep and make available to me via E-mail as it develops, a record of the evolution of both projects - drafts, brainstorming sheets, peer responses, e-mail exchanges, minutes of group meetings etc. - anything that depicts the process the project has gone through on its way to completion;
5. turn in two 1750-2500 word researched pieces of writing (seven to ten double-spaced typed pages), one on **Tuesday, October 19** and one on **Thursday, December 9**, the last class day, and with your writing group briefly to present your final group project to the class on that day.

If you think that you cannot meet these requirements, or if you prefer an advanced composition class designed with no emphasis on collaborative, you should consider taking English 3001 at another time or with another instructor.

Policies: English 1002C is a prerequisite of this course.

I will be reading and responding to your work regularly, but I will not collect work for grading until **October 19**. You will, however, gain some idea of your grade level prior to this date from the nature of my responses to your work on the various stages of the research project.

You must come to class frequently prepared with your writing group to show your work in some form, to ask questions about your project, to try out ideas, to discuss research problems and writing problems. During the stages of the first research project, you should be prepared to comment on the work of others in your writing group. Groups should arrange to get together once a week on their own to prepare for presentations and discussion by responding constructively to each group member's work. You are in **LARGE** part responsible for what we discuss during our meetings, and your performance during these presentation/discussions will count in my evaluation of your work at mid-term and term end.

I don't mind if you use the paper(s) you write for this course to fulfill other course requirements, but I suggest you inform me and the other instructor that you plan to do so.

Attendance is mandatory. **If you have more than four (4) unexcused absences from class this semester, your course grade will drop a full letter grade beyond three.** It is your responsibility to provide acceptable and prompt documentation of emergencies within one week of your return to class. If you know you will not attend, let me know before class.

Final papers must be turned in on time. No exceptions.

All drafts must be typed and/or accessible on diskette or E-Mail Attachment.

Please make copies for your own use of all the material that you turn in to me.

You may use the style of documentation appropriate for your field of study when the topic and the audience you decide to write for merits this style.

There is no final examination for this course. The two projects you complete constitute 100% of your grade, which may be adjusted up or down on the basis of your attendance, participation, and progress. Equitable grading of collaborative projects will be discussed and decided upon by writing groups.

English Department Statement on Plagiarism: "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course."

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback

Information for Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Major Dates

8/24-8/26	Introductions. In-class writing. E-mail addresses. Setting up writing groups and meeting times. Paper proposal formats. Group critique of in-class writing.
9/2	Paper proposal drafts due.
9/14-9/16	Independent work and group meetings.
9/23	Paper proposals due!
10/7	Full drafts Due.
10/19	First Project Due. Introduction to collaborative writing.
10/21-10/26.	Discussion and critique of topic ideas.
11/4	Proposal drafts, timetables, and "team" assignments due.
11/11	Revised proposals due.
11/23-11/25	Thanksgiving Break
12/9	Last class day. FINAL PROJECT DUE. Brief group presentations.

Paper Topic Proposals

The paper topic proposals due on 9/23 and on 11/11 should be carefully written essays in two parts. In the first part, describe as clearly as you can your research topic. You should have narrowed your topic to a manageable level of specificity by this time, and I will expect your opening statement to demonstrate both your early background reading and careful thinking about the topic. Please take the time to develop your ideas in as much detail as possible at this point in your search. Define specialized terms. Direct your proposal to a general audience outside your specific field of study -- perhaps this will be me and/or the people in your writing group. Provide necessary background information. Correctly cite authorities and/or sources you have used to develop your thinking on the topic and describe the sort of research materials you see yourself working with in order to complete this project. At some point in this section of the proposal, formulate your topic as a series of open-ended questions that you hope to answer during the course of your research project.

In the second section of the proposal, explain your personal connection to the topic. How will finding out answers to your questions benefit you? How will they benefit someone else -- your audience? Again, demonstrate that you have given the issues involved careful consideration.

Remember as you work on this proposal that you are at an early stage of your research project and that your thinking about the topic should change as you progress. Don't use this proposal as a platform for preconceived notions; write in as objective a tone as you can assume; be prepared to revise your position/thinking on the subject as your project progresses and you become more informed.

NOTE: The proposal for the collaborative project will basically follow the same guidelines but with further sections about the logistics of work assignments and timetables added at the time of that assignment. The collaborative project proposal should clearly describe the division of labor involved - who will be responsible for what. It should also establish a tentative timetable so that group members can be held to the completion of the steps of the project by reasonable dates.

Throughout the evolution of both projects, writing groups will be responsible for turning in weekly minutes of group meetings. These should be sent to me by E mail ASAP after each meeting. Group meetings should open with progress reports which will be incorporated into the minutes. The idea here is to keep an accurate and detailed record of the process involved in the creation of the written pieces - individual and collaborative - that you will turn in the course of the semester. When it comes to the collaborative project, this record will also help provide an idea of whether or not all group members are pulling their weight in the labor. At semester's end, slackers will be subjected to long and painful public embarrassment.